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SOCIETY FOR CURRICULUM STUDY

Office of the Chairman of the Executive Committee
Western Reserve University
Cleveland, Ohio

SOCIETY FOR CURRICULUM STUDY

A professional organization including the following workers: curriculum directors in county, city, and state school systems; other administrative and supervisory officers who are primarily interested in curriculum; classroom teachers who are working on special curriculum problems; research workers and authors of curriculum studies; college and university instructors; curriculum workers in non-school organizations; and others who are especially interested in this professional field. Membership upon application to the Executive Chairman. Annual dues \$2.00 per year, including the Curriculum Journal.

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BIBLIOGRAPHY OF CURRICULUM MAKING

March 1934 to June 1935

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Introduction

This is the Seventh Annual Bibliography of Curriculum Making prepared for members of the Society for Curriculum Study. As the bibliography is to be issued in the fall hereafter, publications from March 1934 to June 1935, inclusive, are covered. The addition of a section on general curriculum trends is the only new feature of this year's bibliography.

Miss Audrey Knowlton and Miss Ruth Seeger of the Bureau of Educational Research of the Ohio State University assisted in the preparation of this bibliography.

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Vivian Weedon, Ohio State University, Columbus, Ohio.

BIBLIOGRAPHY OF CURRICULUM MAKING

March 1934 to June 1935

I. CURRICULUM MAKING : GENERAL

a. Bibliographies

1. Bradbury, D. E.; Skeels, E. L. and Swieda, Wanda, comps. - Nursery school education; a classified and annotated bibliography including references published up to December, 1934. Boston, Mass., National Association for Nursery Education, 1935. 133 p.
2. Brown, Walker and Compton, Ray, comps. - "Bibliography of materials relating to unified types of learning." California Journal of Secondary Education, 10:296-98, April 1935.
3. Burton, W. H. - Materials of instruction: the curriculum. Bibliog. (In his Introduction to education, p. 391-450.)
4. Cook, K. M. and Reynolds, F. E., comps. - Good references on the curriculum and social change. Washington, Government Printing Office, 1935. 10 p. (U.S. Office of Education, Bibliography, No. 29.) Forty-seven briefly annotated references.
5. Gray, Ruth A. - "Curriculum studies." (in her Bibliography of research studies in education, 1932-33. Washington, Government Printing Office, 1934. U.S. Office of Education, Bulletin 1934, No. 7, pp. 55-58.) The 1508 references are classified under subject matter fields. Some are annotated.
6. McCabe, M. R. and Jessen, C. A., comps. - Good references on secondary education curriculum. Washington, Government Printing Office, 1934. 8 p. (U.S. Office of Education, Bibliography, No. 18.) Over 40 references are briefly annotated.

b. Principles of Curriculum Making

7. Ayer, F. C. - "Major purposes and guiding principles in the curriculum revision program." Texas Outlook, 19:21-23, April 1935. Discusses general principles which should govern curriculum revision.
8. Baker, F. E. - "Fads and frills in education: what are they and what are they worth?" Wisconsin Journal of Education, 67:226-28, January 1935. "Fads and frills are divided into three classes: (1) new subjects, (2) new educational movements, and (3) new tendencies in educational philosophy, and their critics are temperately and sanely answered.
9. Bond, H. M. - "Curriculum and the Negro child." Journal of Negro Education, 4:159-68, April 1935. Curriculum revision as it affects the negro is discussed.
10. Bowler, J. E. - "Commercial education as a requisite in the senior high school curriculum." Balance Sheet, 16:304-7, 336, March 1935. Numerous philosophies concerning secondary and commercial education, from which fundamental principles are derived, are quoted.

11. Butterfield, E. W. - "The types of instruction demanded by the present educational and social crisis." *Educational Method*, 14:3-9, October 1934. Excerpts: National Education Association Proceedings, 72:683-84, 1934. High schools have become for use, not show, and with this change new demands are made on the curriculum. "The schools are to educate all, to lead to social adjustments, to train for a mechanical age, and to give....interests that will carry happiness thru many dull and sordid years."
12. Caldwell, O. W. - "High school and community: questioning certain prevailing practices." *School Science and Mathematics*, 34:933-41, December 1934. Summary: National Education Association Proceedings, 72:472-73, 1934. This is a discussion of the inadequacy of language as the major subject of the high school curriculum. More unification, thinking subjects and subjects more directly related to life are suggested as remedies.
13. Caswell, H. L. - "Practical application of mechanistic and organismic psychologies to curriculum making." *Society for Curriculum Study News Bulletin*, 5:15-22, April 9, 1934. The organismic point of view is made clear through a series of illustrations in which it has been violated.
14. Caswell, H. L. - "Practical application of mechanistic and organismic psychologies to curriculum making; building with mental ability and feeding its growth." *Journal of Educational Research*, 28:16-24, September 1934. Many illustrations from curriculum practice are given to illustrate the mechanistic and organismic psychologies.
15. Clement, J. A. - "Adopted and adapted curriculums." *Illinois Teacher*, 23:9-10, 30, September 1934. The necessity of being sure that curriculums fit local and child conditions is pointed out.
16. Feingold, G. A. - "Educational foundations." *Educational Administration and Supervision*, 20:671-86, December 1934. A discussion of some of the considerations with which American educators must be concerned in planning the secondary school curriculum of today.
17. Fillers, H. D. - "Junior high school curriculum revision." *Texas Outlook*, 18:15-16, July 1934. Some aspects of a philosophy governing the junior high school curriculum are presented.
18. French, Will - "Curriculum responsibilities of the North Central Association; what initiative shall the North Central Association take in relation to the secondary school curriculum?" *North Central Association Quarterly*, 9:317-21, January 1935. A discussion of the functionally organized unit.
19. Garretson, O. K. - "The high school curriculum." *Arizona Teacher*, 23:18-21, September 1934. The argument between those in favor of college preparatory and those in favor of a vocational curriculum is becoming less important with the growing understanding that what is needed is an education that shall enable the students "to participate more effectively....in the advancement of the state and of the family."
20. Goetting, M. L. - "Orientation of the teacher for curriculum building." *Educational Administration and Supervision*, 21:13-26, January 1935. Discussion of steps needed to take up the lag between educational ideals and practice.
21. Good, P. F. - "Cultural and humanistic education." *School Executives Magazine*, 54:119-20, December 1934. A plea for cultural education in the high school.

22. Hepner, W. R. - "Reconstructing the secondary school program." *Business Education World*, 15:99-100, October 1934. Every principal and teacher can do something toward reconstructing the curriculum, even though he is bound by rules.
23. Hepner, W. R. - "The advancing frontiers in secondary education." *California Journal of Secondary Education*, 10:342-48, May 1935. A statement of the principles which underlie the secondary curriculum reorganization program in California.
24. Kellum, Floy - "Some curriculum questions and answers." *Mississippi Educational Advance*, 26:85-86, December 1934. What is a curriculum? What is wrong with the present one? What is meant by lack of social life in the curriculum? and what steps for revision should be taken? are the questions answered.
25. Kilzer, L. H. - "Cinderellas of the curriculum." *School Executives Magazine*, 54:142-43, January 1935. In this defense of educational "frills" much factual data is quoted. The three C's--character, citizenship and culture are suggested as substitutes for the three R's.
26. Long, J. K. - "Desirable changes in the elementary curriculum." *North Carolina Education*, 1:18-19, September 1934. Psychological and philosophical coincidences in curriculum-making.
27. McGee, J. A. - "Tying loose strands." *Education*, 55:366-71, February 1935. Can integration be best achieved through one large course or through separate subjects, is the question discussed.
28. Meriam, J. L. - "The traditional curriculum of the high school is challenged by the activity curriculum of the elementary school." *Bulletin of the Department of Secondary-School Principals*, 50:107-20, March 1934; *School and Society*, 40:169-77, August 11, 1934; *Summary, High School Teacher*, 10:103, April 1934. The challenge offered by elementary activity curriculum is summed up by Meriam as follows: The secondary school curriculum must "(1) Render service to youth irrespective of college entrance; (2) help boys and girls to participate in the vital issues of current life, in leisure and in work, irrespective of the traditional school subjects; (3) help adolescent youth to evaluate school arts as incidental acts."
29. Ojemann, R. H. - "Generalizations relating to child development involved in intelligent parental guidance." (in *Researches in parent education III. University of Iowa studies, new series, No. 285, October 15, 1934. Studies in child welfare, Vol. 10, pp. 32-99.*) Presents an extensive list of generalizations in child development together with the importance-ratings based upon judgments of known reliability.
30. Ojemann, R. H. - "Theoretical considerations underlying curricular and learning studies." (in *Researches in parent education III. University of Iowa studies, new series No. 285, October 15, 1934 Studies in child welfare, Vol. 10, pp. 9-27.*)
31. Packer, G. M. - "Ninety-seven hundred parents' questions concerning child development." *Journal of Experimental Education*, 3:117, December 1934. An analysis of 9700 parents' questions with a description of the relation of the data to curriculum construction.
32. Pittenger, B. F. - "The curriculum revision movement as I see it." *Texas Outlook*, 18:56, 58, September 1934. The curriculum revision movement is briefly summarized under 14 heads.

33. Ryan, H. H. - "Now is the time for renovation." Michigan Education Journal, 12:241-45, February 1935. Mr. Ryan clears away some of the supposed obstacles to curricular change, outlines ten problems in secondary education, and presents suggestions for changes.
34. Snedden, D. S. - "A summary theory of the curriculum." Society for Curriculum Study News Bulletin, 5:6-7, May 25, 1934. Some principles are added to the statement as set forth by Dr. Bobbitt in a previous issue of the Bulletin.
35. Snedden, D. S. - "The embarrassments of fully democratized secondary school systems." School and Society, 41:209-13, February 16, 1935. Assuming that the school can do little to improve the intelligence of individual pupils, Mr. Snedden presents some suggestions for the pupils of sub-median intelligence.
36. Speicher, E. E. - "The religious function of the college curriculum." Christian Education, 18:61-66, December 1934. The suggestion that religion and education should be integrated in the college curriculum is made, and suggestions for so doing are given.
37. Spier, E. R. - "The curriculum and the new era." North Carolina Education, 1:124, 142-43, December 1934. The teacher's responsibility in the new curriculum is pointed out in this discussion.
38. Weeks, A. D. - "What one studies, not how." School and Society, 40:691-92, November 24, 1934. Curriculum content is expressed as being more important than method.
39. Williams, L. A. - "Ghosts of the cloisters retreating." California Journal of Secondary Education, 10:19-23, October 1934. A discussion of changes being made and needed in secondary education.
40. Young, A. L. - "Some principles of curriculum construction." Scottish Educational Journal, 17:1213-15, September 28, 1934. A philosophical discussion of some of the newer principles of curriculum construction, and the criticism of these principles.
41. "High school teacher recommends an inversion of curricular values." School Management, 4:82, January 1935. Highlights of an article by B. M. Steigman in the New York Herald-Tribune, in which many of the curricular traditions are challenged.
42. "Regents approve high school curriculum reorganization." University of the state of New York Bulletin to the Schools, 20:169-70, April 16, 1934. Recommendations for the reorganization of the secondary curriculum in New York State.
43. "Shall there be a core curriculum in secondary schools? a symposium." California Journal of Secondary Education, 10:137-55, February 1935. What is a core curriculum? Why have one? What types are advocated? Can one be adopted without scholastic insurrections? are the questions discussed.
44. "The high school course of study." Canadian School Journal, 12:397-99, November 1934. A two year course of study is suggested for those students who plan to leave high school without completing the regular course.
45. "The revision of the West Virginia program of studies." West Virginia School Journal, 63:8-9, February 1935. The general principles and objectives on which the new West Virginia curriculum is to be built are given.

c. History of Curriculum Making

46. Bobbitt, Franklin - "Advancing toward the activity curriculum." *Child-hood Education*, 11:147-51, January 1935. Seven phases of progress toward a new education are here outlined in a very readable and clear account.
47. Campbell, D. S. - "New curriculum." *Peabody Journal of Education*, 11:259, May 1934. This quotation from the annual report of the Boston school committee for 1865 is given to illustrate the thesis that "The fundamental problems and issues" of curriculum building "are much the same as they have always been."
48. Counts, G. S. - "Three hundred years of the secondary school curriculum." *Bulletin of the Department of Secondary-School Principals*, 55:111-22, March 1935. The curriculum is viewed from the point of view of the forces which shaped it.
49. Dubach, O. F. - "Sixty years of curriculum offerings in a city high school." *North Central Association Quarterly*, 9:308-16, January 1935. Summary: *School Review*, 43:169-60, March 1935. An account of the history of Central High School, Kansas City, Mo.
50. Knight, E. W. - "Some early discussions of the college curriculum." *South Atlantic Quarterly*, 34:60-78, January 1935. Criticisms of higher education from 1883 to 1934 are discussed.
51. Van Slyck, W. N. - "Development of the high-school curriculum in three large American cities." *Bulletin of the Department of Secondary-School Principals*, 53:13-34, December 1934. Curricular changes are traced through four periods: (a) previous to 1860, (b) 1860-1890, (c) 1890-1910, (d) 1910-present.
52. Weet, H. S. - "Society's investment in youth." *New York State Education*, 22:423-24, 489, March 1935. Curricular needs are traced through three periods in America.

d. General Works

53. Bewley, L. B. - "Revising secondary school curriculum in the Philippine Islands." *High School Teacher*, 10:163, 184, June 1934. A general curriculum for those not intending to continue their formal education beyond high school, has been introduced into the secondary schools of the Philippine Islands. This article describes the curriculum and points out the need for it.
54. Cyr, F. W. - "Developing a state-wide program for the small secondary school." *Teachers College Record*, 35:708-21, May 1934. Same condensed: *High School Quarterly*, 22:161-72, July 1934. A constructive program for taking care of the small high school problem is offered.
55. Drobka, F. J. - "The program of studies in the secondary school." *Catholic Educational Review*, 32:359-69, June 1934. This is the fourth of a series of articles on the National Survey of Secondary Education reviews, the findings reported in Monographs 17, 18 and 19.
56. Hutchinson, Earl - "Revolutionizing the small high school curriculum." *School Executives Magazine*, 54:137-39, January 1935. Revisions in each of the subject matter fields are suggested for the high school of 250 pupils or less.

57. Jarman, A. M. - "Utilization of neglected curriculum materials." Virginia University Record, Extension Series, 18:32-40, March 1934. Attention is called to some of the materials which could be used with benefit in any type of school set-up.
58. Loomis, A. K. - "Reorganizing the curriculum of the University High School." Society for Curriculum Study News Bulletin, 5:2-5, May 25, 1934. The philosophy underlying the University of Chicago high school curriculum is seen in this statement of five aims and in the proposed program of studies for the five year course.
59. McNally, G. F. - "Curricula for Canadian high schools." School, 23:377-81, January 1935. This brief discussion of the secondary curriculum problems in Canada outlines 21 problems.
60. Pitkin, R. S. - "What can the small high school do toward building the new society?" High School Journal, 18:115-22, 137, April 1935. As the small high school is still with us and seems likely to be for some time, it is well to give some thought to adapting the curriculum to the needs of its pupils.
61. Prunty, M. C. - "The new curriculum." School Executives Magazine, 54:3-5, September 1934. "The educational objectives and instructional content of the newly built curriculum at Tulsa, Oklahoma" is given for the subject matter fields.
62. Tolley, W. P. - "New Allegheny curriculum." Association of American Colleges Bulletin, 20:583-85, December 1934. In a short article the new curriculum of Allegheny College is described.
63. Tyler, I. K. - "Improving secondary schools." Secondary Education, 4:136-47, May 1935. A description of the factors influencing the improvement of secondary schools in Oakland, California, the plan for improvement and tendencies seen in the experimentation.
64. "College curricula." Association of American Colleges Bulletin, 20:197-226, May 1934. This is a miscellaneous collection of reports from colleges and universities. The sub-headings give an idea of the fields covered: Inter-American Studies, A Leadership Laboratory, Model League of Nations, The National Institution of Public Affairs, Democracy and Religion, Religious Trends Among Students of Liberal Arts Colleges of the Methodist Episcopal Church, Religion Today: Technique of a Trialogue, and Fine Arts. Some of the units contain expression of opinion, some reports of what has or is being done, and others are research reports.
65. The Quarterly Review of Higher Education Among Negroes, 2:65-157, April 1934. The entire issue is devoted to the curriculum problem.

e. Trends

66. Caswell, H. L. - "Current studies in curriculum making." (in Proceedings of eleventh annual educational conference of Kentucky, December 1934. Kentucky University, Bureau of School Service Bulletin, Vol. 7, No.2, pp. 41-50.)
67. Clement, J. A. - "Effect of the new entrance requirements at the University of Illinois on curriculum practices in two hundred high schools of the state." North Central Association Quarterly, 9:457-67, April 1935. An attempt to appraise the effect of the broader entrance requirements through correspondence with high school principals of the state.

68. Deimer, R. R. and Dalthorp, C. J. - "Modern curriculum silenced clamor for tax reduction." *Nation's Schools*, 14:27-30, July 1934. This article describes how the schools at Aberdeen, S. D., have met the demand for lower expenditures and improved their curriculums as well.
69. Featherstone, W. B. - "Highlights of secondary curriculum development." *Los Angeles School Journal*, 18:10, 24-27, February 11, 1935. What is being done in the junior and senior high schools of Los Angeles toward applying the dynamic and creative principles of education is described.
70. Harrison, F. H. - "How shall we improve our curriculum?" *Texas Outlook*, 18:35-36, June 1934. What is being done in the Caldwell public schools to improve the curriculum and to individualize instruction is described.
71. Hinson, M. R. - "The high school curriculum of the future." *Journal of the Florida Education Association*, 12:6-7, 30-31, November 1934. Teachers capable of directing large units of work, rather than teaching narrow subjects, will be needed by the high school of the future.
72. Holt, E. A. - "Curricular trends at the municipal university of Omaha." *Omaha Teacher's Forum*, 16:12-13, January 1935. The main features of the new curriculum are described.
73. Hood, F. C. and Clevenger, A. W. - "What is happening to the high-school curriculum?" *Illinois Teacher*, 23:246, 248, 255, 262, April 1935. A study of the changes in Illinois accredited high schools during the last five years.
74. Hunt, R. S. - "Whither and whence the curriculum?" *School Executives Magazine*, 54:246-47, April 1935. "Are modern techniques for curriculum revision unsound?"
75. Judd, C. E. - "Recent curriculum tendencies." *Mississippi Educational Advance*, 26:106-7, January 1935.
76. Kefauver, G. N. and others - Horizontal organization of secondary education. Washington, Government Printing Office, 1934. (Superintendent of Documents, Pamphlet. Summary: *School and Society*, 41:388, March 23, 1935.) Survey of what is being done and recommendations based on findings.
77. Koos, L. V. - "Significant trends in the curriculum at the junior college level." (in *Institute for administrative officers of higher institutions Proceedings*, 1934:92-106.)
78. Koos, L. V. - "Significant trends in the high-school curriculum." *Industrial Education Magazine*, 36:169-71, September 1934.
79. Lange, Emil - "Signs of curriculum progress in high schools in California." *California Journal of Secondary Education*, 10:9-12, October 1934. The results of a questionnaire study are reported.
80. Moffett, M'Ledge - "A parallelism of the 'old' and the 'new' Virginia courses of study showing the basic concepts in the philosophy, content, methods of teaching and administration." *Virginia Journal of Education*, 28:207-9, February 1935. In this chart the old is listed on the left, the transition in the middle and the new on the right, making possible an interesting comparison.
81. Morgan, Edna - "Where are we and where are we going educationally?" *National Education Association Proceedings*, 72:389-90, 1934. A discussion of curricular and method problems facing the schools.

82. Orr, M. L. - "Curriculum revision at Alabama College." *Journal of Higher Education*, 6:179-84, April 1935. The reorganization of the junior-college curriculum is discussed.
83. Pettit, L. D. and Gibbs, A. H. - Home economics offerings in institutions of higher education, 1932-33. Washington, Government Printing Office, 1934. 12 p. (U. S. Office of Education, Circular No. 134.) A statistical report of a questionnaire study.
84. Proctor, W. M. - "Vocations and avocations." *Nation's Schools*, 15:16-18, January 1935. The philosophical considerations of what the curriculum should include are followed by a description of what is being done in California.
85. Proffitt, M. M. - Courses in occupational information. Washington, Government Printing Office, 1934. 47 p. (U. S. Office of Education, Bulletin 1934, No. 11.) Report of a questionnaire study.
86. Reid, E. W. - "Saskatchewan's new school curriculum." *British Columbia Teacher*, 14:8-14, November 1934. Same; *Canadian School Journal*, 12:412-14, 422. Saskatchewan began from the bottom and built an entirely new curriculum, the high points of which are described.
87. Willett, G. W. - "Curriculum and the depression." *North Central Association Quarterly*, 9:416-23, April 1935. Report of a questionnaire study involving high schools in the North Central district.
88. Zirbes, Laura - Curriculum trends. Washington, Association of Childhood Education, 1935. 40 p. (Special bulletin.) Analyses of curriculum changes as reflected in educational yearbooks, recently published professional books, masters' and doctors' theses and dissertations.
89. North Central Association of Colleges and Secondary Schools. Commission on Unit Courses and Curricula. - "Experimental college entrance units, a committee report." *North Central Association Quarterly*, 9:345-63, January 1935. Experiments made possible by the new college entrance requirements are described.

II. PLANNING FOR CURRICULUM MAKING

90. Argo, A. C. - "Administrative aspects of curriculum construction." *Junior-Senior High School Clearing House*, 9:350-55, February 1935. Same, condensed; *School Management*, 4:126-27, March 1935. Principles, history, and organization of the curriculum revision project in the Sequoia, California schools are given.
91. Benjamin, H. R. - "Course of study revision as a teaching procedure in the small high school." *Junior-Senior High School Clearing House*, 9:229-31, December 1934. A method of curriculum revision involving actual participation by the pupils is presented.
92. Blauch, L. E. - "A new undergraduate curriculum in dentistry." *Journal of American College of Dentists*, 1:41-43, April 1934. Recommendations based on the four year curriculum study are given.
93. Burgess, A. E. - "The curriculum school as a method of building a course of study in elementary science." *Science Education*, 18:216-21, December 1934. The method of curriculum revision being tried in the Cleveland schools is described with reference to the science curriculum. Methods of determining interest on which to base the curriculum are given.

94. Coulter, C. W. - "The present challenge." *Journal of Higher Education*, 5:355-64, October 1934. Beginning with a short history of the American college, this article leads to changes in curriculum and method which colleges must make if they are to remain solvent.
95. Ellingson, Mark - "Curriculum revision at Rochester Athenaeum and Mechanics Institute." *Society for Curriculum Study News Bulletin*, 5:7-9, May 25, 1934. A concise account of the work begun in 1928, including a discussion of the fundamental assumptions made in the revision.
96. Featherstone, W. B. - "Some curriculum developments in Los Angeles." *Junior-Senior High School Clearing House*, 9:10-13, September 1934. A discussion, topic by topic, of the changes which are taking place and are proposed in the secondary curriculum at Los Angeles.
97. Goodykoontz, Bess - "Some of the controversial questions in curriculum building." *North Carolina Education*, 1:90-91, 108-11, November 1934. Seven questions which should be answered before constructing the curriculum are discussed.
98. Haisley, O. W. - Teaching the social studies in the Ann Arbor public schools. Ann Arbor, Michigan, Board of Education, 1935. 29 p. Reviewing the plan of the curriculum and experiences in bringing it into operation.
99. Hepner, W. R. - "California plan for improving secondary education." *Society for Curriculum Study News Bulletin*, 5:2-5, November 28, 1934. An Advisory Committee on Secondary Education and a Committee on Cooperating Schools, appointed by the State Superintendent of Public Instruction, are working on improvements in the secondary curriculum and better cooperation with the colleges. The plan of work and some of the accomplishments are briefly described.
100. Hepner, W. R. - "The process of reconstructing the secondary school program." *California Quarterly of Secondary Education*, 9:223-31, April 1934. Defines the function of the principal in curriculum reorganization programs and includes some of the general directions toward which such revision should be directed.
101. Horrall, A. H. - "The supervisor's function in relation to curriculum making." *California Journal of Elementary Education*, 2:148-53, February 1934. The steps to be followed by the supervisor in curriculum revision are listed and briefly discussed.
102. Jackson, D. D. - "Who shall make the new curriculum?" *Texas Outlook*, 19:28, 45, February 1935. This problem is attacked both negatively and positively.
103. Levine, Michael - "Social science as the core of the curriculum." *High Points*, 17:10-13, February 1935. A proposal of steps necessary to make the curriculum lead to a better understanding of society.
104. McCuiston, Edward - "Suggestion for high school teachers in curriculum procedures." *Journal of Arkansas Education*, 13:7, February 1935. Seven principles to be kept in mind and four steps to follow in building the high school curriculum.
105. Stigler, W. A. and others - Handbook for curriculum study. Austin, Texas, Texas State Department of Education, 1934. 113 p. (Bulletin, Vol. 10, No. 9.) This handbook is divided into four parts: the background, the program, major topics for study, and bibliography.
106. Woody, Clifford - Syllabus for construction of the elementary school curriculum. Course B-105-a. Ann Arbor, Michigan, 1934.

107. Mississippi. Department of Education - Mississippi program for the improvement of instruction. Jackson, Miss., The department, 1934. (Bulletin No. 1.)
108. National Education Association. Department of rural education - Organization of curriculum for one-teacher schools. Washington, National Education Association, 1933. 44 p. Suggests methods by which a curriculum may be designed upon a basis of a combination of individualized instruction and group activities.
109. North Carolina. State Department of Public Instruction - Study guide for curriculum construction for use in summer schools. Raleigh, The department, 1934. (Publication No. 177.)
110. North Carolina. State Department of Public Instruction - Suggested procedures for curriculum construction and course of study building, 1934-1935. Raleigh, The department, 1935. 107 p. (Publication No. 179.)
111. "Report of the curriculum conference at the Georgia State College for Women, Saturday, October 6, 1934." Society for Curriculum Study News Bulletin, 5:10-11, November 28, 1934. Cooperation of the colleges of the state to aid the state program of curriculum revision is outlined.
112. "The Mississippi program for improvement of instruction." Society for Curriculum Study News Bulletin, 5:5-6, November 28, 1934. A five year plan for the improvement of instruction in Mississippi is here described.

III. INVESTIGATIONS OF CURRICULUM OBJECTIVES

a. Method of Selecting Objectives

113. Benjamin, H. R. - "The nature of curricular problems," Education, 55:163-65, November 1934. What we shall teach can be determined by answering the following questions: "What general type of life are the pupils of the school going to live? What are the characteristics of a valuable member of the approved social order? What particular experiences will lead the individual to acquire the skills and desires necessary to participation in the approved order?"
114. Bobbitt, Franklin - "General education in the high school." School Review, 43:257-67, April 1935. For 40 hours a week a person works at his vocation, for 128 he lives "as a general human being." What are the high schools contributing to the living of these 128 hours?
115. Dunn, F. W. - "Tentative criteria for curriculum selection." Progressive Education, 11:373-78, October 1934. "Lines along which development is to be sought are grouped under seven major heads and suggestions are given for procuring this development.
116. Hicks, G. T. - "Education for tomorrow." Education, 55:159-62, November 1934. Replies by superintendents and pupils to the question of what youth needs, form the framework for this discussion.
117. Loomis, A. K. - "Investigation of the program of studies." Bulletin of the Department of Secondary-School Principals, 56:30-40, April 1935. Four lines of investigation--studies of status, studies of trends, studies of results, and experimental studies--are discussed as means of moving curriculum making from the field of tradition to the field of science.

118. Maxwell, P. A. - "A list of objectives for cultural natural science in the junior high school." *School Science and Mathematics*, 34:875-80, November 1934.
119. Pierce, B. L. - "The school and the spirit of nationalism." *Annals of the American Academy of Political and Social Science*, 175:117-22, September 1934.
120. Roubal, Frank - "What subjects shall my child select in high school?" *Oregon Educational Journal*, 9:6, 22, November 1934. Subjects which constitute human life and lead toward straight thinking are advised.
121. Seashore, C. E. - "A job analysis for higher education." *Journal of Higher Education*, 6:173-78, April 1935. Some predictions of the discoveries to be made by a job analysis to determine the people needed by the American community.
122. Seybold, A. M. - "Curriculum changes demanded by the industrial crisis." *National Education Association Proceedings*, 72:488, 1934. Same; *Secondary Education*, 3:125, September 1934. A plea for comprehensive operative general aims.
123. "Goals of public education in Michigan." *Michigan Education Journal*, 12:2, 89-92, 249-50, 292-94, 338-39, 409. September, October, 1934, February, March, April, May, 1935. A statement of educational objectives as a basis for curriculum revision.

b. Language

124. Driggs, H. W. - "The vocabulary of letters of boys and girls 12 to 15 years of age, inclusive." *Journal of Experimental Education*, 2:339-54, June 1934. The 10 per cent of words not in Thorndike's first 1000 dealt in the main with activities and interests.

c. Mathematics

125. Hurd, A. W. - "Curriculum revision to meet the needs of high school pupils." *School Science and Mathematics*, 34:636-42, June 1934. Interests and probable occupation as shown by the pupils' statement of vocational choices. Hobbies and fathers' occupations are used as the point of departure for suggestions in reorganization of courses in science and mathematics.

d. Science

126. Hurd, A. W. - "Curriculum revision to meet the needs of high school pupils." *School Science and Mathematics*, 34:636-42, June 1934. Interests and probable occupation as shown by the pupils' statement of vocational choices. Hobbies and fathers' occupations are used as the point of departure for suggestions in reorganization of courses in science and mathematics.

e. Teacher Training

127. Bryan, H. W. - Some problems in the provision of professional education for college teachers. New York City, Bureau of Publications, Teachers College, Columbia University, 1934. 210 p. (Contributions to Education, No. 576.) The problem of training for instruction was attacked through a study of catalogues and a questionnaire to college teachers.

IV. LEARNING ACTIVITIES

a. Vocational Subjects

128. Gustin, Margaret and Hayes, M. L. - Activities in the public schools. Chapel Hill, University of North Carolina press, 1934. 290 p. Account of experience in introducing activity program in two counties in North Carolina.
129. Pistor, Frederick - "How to establish an integrated activity program." Childhood Education, 11:300-7, April 1935. A discussion of the activity movement with specific suggestions for selecting and planning a unit.
130. Smithey, W. R., ed. - Secondary education in Virginia No. 20; the evolution of the unit method of teaching. Charlottesville, Va., University of Virginia, 1934. 48 p. (University of Virginia Record, Extension Series, Vol. 19, No. 3, October 1934.) Trends in individualization, in English, in social science, in mathematics, of the unit method of teaching are discussed, as well as current developments and administrative aspects.
131. New York University. Cardinal objectives in elementary education; trends in unit teaching. Albany, New York, The author, 1934. 153 p. (University of the State of New York Bulletin No. 1043.) Seven trends are discussed with a wealth of illustrative material.

b. Activity Curricula

132. Brim, O. G. - "Basic realities and the activity movement." Progressive Education, 11:328-33, October 1934. One of the four discussions of the Thirty-third Yearbook of the National Society for the Study of Education.
133. Gray, W. S. - "Controversial issues relating to the activity curriculum." Progressive Education, 11:334-39, October 1934. One of the four discussions of the Thirty-third Yearbook of the National Society for the Study of Education.
134. Kilpatrick, W. H. - "The essentials of the activity movement." Progressive Education, 11:346-59, October 1934. One of the four discussions of the Thirty-third Yearbook of the National Society for the Study of Education.
135. Francis W. Parker School - Studies in education, experience in English composition and literature. Vol. I, Grades I-VIII. Chicago, The school, 1932. 382 p. (Francis W. Parker School, Studies in education, Vol. 9.) Presents a picture of children reading, playing, writing and speaking.

V. LEARNING ACTIVITIES IN THE SEVERAL SUBJECTS

a. Vocational Subjects

136. Adams, E. S. - "Visionizing the school of reality." Business Education World, 14:441-46, April 1934. Vocational training is fitted into the curriculum as a part rather than as something apart.

b. Guidance

137. Conrad, C. C. and Laton, A. D. - "The curriculum and guidance." *University High School Journal*, 13:222-31, December 1934. The place of guidance and difficulties there involved at the University of California High School are discussed.

c. Health and Recreation

138. Dale, Edgar - "A comprehensive program for the teaching of motion picture appreciation." *Educational Screen*, 13:125-28, May 1934.
139. Dale, Edgar - "Can the high school teach the habit of discriminating evaluation?" *Educational Research Bulletin*, 14:103-5, April 17, 1935. The press, the radio and the movies make the scientific method of thinking extremely important in the world today.
140. Dale, Edgar - *How to appreciate motion pictures*. New York, Macmillan Company, 1933. 243 p. Planned for use with high school pupils.
141. Dale, Edgar - "How to select motion pictures." *Modern Literature*, 3:2-3, December 1-14, 1934. A unit for high school pupils.
142. Dale, Edgar - *Motion picture appreciation: a problem for parents and teachers*. Washington, National Congress of Parents and Teachers, 1934. 16 p. Some of the broader aspects of the teaching of motion picture appreciation are discussed.
143. Hostler, Amy, comp. - "Health and the child in school." *Childhood Education*, 11:195-232, February 1935. A special issue devoted to curriculum problems in this field: the importance of the teacher in the health education program, the responsibility of nurses and doctors for health education, as a parent sees health education.
144. National Recreation Association - *Leisure hours of five thousand people: a report of a study of leisure time activities and desires*. New York City, The Association, 1934. Mimeographed.

d. Higher Education

145. Brown, H. A. - "Curriculum revision in a teachers' college." *Journal of Higher Education*, 5:490-96, December 1934. Cultural background, education, professional scholarship, and student life and orientation made up the cores on which the new curriculums were constructed.
146. Burk, J. E. - "New terminal curriculum." *Junior College Journal*, 5:152-53, December, 1934. The curriculum which has been inaugurated at Ward-Belmont for those students who will not go beyond the junior college is described.
147. Gerberich, J. R. - "Five years of experience with a remedial reading course for college students." *Journal of Experimental Education*, 3:36-41, September 1934. An evaluation of a special college remedial reading course.
148. Kuntz, L. F. - "Methods of college teaching." *Catholic Educational Review*, 32:385-95, 482-89, September-October 1934. In his discussion of methods Kuntz touches upon several college plans which have involved curricular reorganization.
149. Peik, W. E. - "Functional curriculum development in higher education." *Society for Curriculum Study News Bulletin*, 5:2-5, October 24, 1934. Description of some of the recent developments and needs in functional curriculum development.

150. Remmers, H. H. - A ten-year review of studies in higher education. Lafayette, Ind., Purdue University, 1934. 91 p. A report of the work of the Division of Educational Reference at Indiana University.
151. Sangren, P. V. - "Reorganization of curricular requirements in teachers colleges." Educational Administration and Supervision, 20:360-64, May 1934. Three problems of teacher training requiring curricular adjustment are discussed: (1) the necessity of the teacher for a broader knowledge, both in terms of age groups and subject matter fields; (2) the need for reorganization, due to the fact that the teachers college is no longer merely a training school; and (3) the necessity of a curriculum which will develop "the wholesome personality" of the teacher.
152. Tolar, M. B. - "The blended curriculum." Journal of Higher Education, 6:186-89, April 1935. Fenn College, Cleveland, has organized its freshmen arts course around the study of one problem.
153. Valentine, P. F. - "Functional areas in the college curriculum." School and Society, 40:725-27, December 1, 1934. Six fields of instruction are proposed to take the place of subject matter organization with a seventh field which would be the student's major interest.
154. New type of college training. Third revised edition. Los Angeles, Calif., Los Angeles Junior College, 1932.

e. Language

155. Gray, W. S. and Holmes, Eleanor - The development of a meaning vocabulary. (In preparation.) Presents the results of an experimental study of the merits of direct and incidental methods of vocabulary development.
156. Leonard, J. P. - "The course of study in secondary-school English." (in National Education Association. Bulletin of the Department of Secondary-school Principals. Eighteenth annual proceedings, 50:86-106, March 1934. The presentation of a fundamental basis for the construction of the secondary-school English curriculum with suggestions for their use.
157. McKee, Paul - Language in the elementary school: spelling, composition, and writing. Boston, Houghton-Mifflin Co., 1934. 482 p.
158. Tharp, J. B. and others - A basic French vocabulary. (Modern Language Journal Supplementary Series, No. 2.) 40 p. Washington, National Federation of Modern Language Teachers, 1934. A list of 2752 items is given with explanatory notes as to their selection.
159. "English language." Review of Educational Research, 1:345-53, 409-12, December 1931, and
"English language, reading, and literature." Review of Educational Research, 4:449-61, 520-24, December 1934. Critical reviews of studies made in these fields from January 1928 to January 1934 in the U. S.
160. "Functional grammar--what and where?" English Journal, High School edition, 22:729-35, November 1933. A presentation of functional grammar for the four high school years based on the recent important research in the field. This article cites the items that are functional with a cycled plan of grade allocation.

f. Mathematics

161. Brownell, W. A., ed. - "Number in the primary grades." *Childhood Education*, 11:339-72, May 1935. A special issue devoted to such curriculum problems as "When to Begin Arithmetic," "The Number Ability of Pre-School Children," and "Social Arithmetic in the Early Grades."
162. Harap, Henry and Mapes, Charlotte - Eight activity units in decimals. Cleveland, Western Reserve University, 1935. (Curriculum Laboratory, Bulletin No. 38.)
163. Harap, Henry and Mapes, Charlotte - "The learning of fundamentals in an arithmetic activity program." *Elementary School Journal*, 34:515-25, March 1934.
164. Mapes, Charlotte and Harap, Henry - Making household preparations: five units for the sixth grade applying the arithmetic of decimals. Cleveland, Western Reserve University, 1935. 20 p. (Curriculum Laboratory, Bulletin No. 36.)
165. Otto, H. J. - Arithmetic syllabus for primary grades, district 76, Evanston, Illinois. May be obtained from Superintendent of Schools, District 76, Evanston, Illinois.
166. Schorling, Raleigh, and Clark, J. R. - Measurement in modern life and in the long ago. Yonkers-on-Hudson, N. Y., World Book Co., 1935. 44p. (Mathematics in Life, Unit A.) One unit in the series, Mathematics in Life.
167. Zant, J. H. - "Mathematics in the integrated curriculum." *Mathematics Teacher*, 27:381-89, December 1934. A discussion of the integrated secondary curriculum from the standpoint of a mathematics teacher.
168. Zant, J. H. - The teaching plan for the unit of work in junior high school mathematics. Guthrie, Okla., Cooperative Publishing Co., 1934. 183 p.
169. National Council of Teachers of Mathematics. Tenth Yearbook - The teaching of arithmetic. New York City, Bureau of Publications, Teachers College, Columbia University, 1935. 289 p.

g. Science

170. Harap, Henry and Schultz, J. P. - "Functional course in chemistry." *Journal of Experimental Education*, 2:333-38, June 1934. A proposed course in functional chemistry is given with the background of its construction.
171. Hunter, G. W. - Science teaching at junior and senior high school levels. New York City, American Book Co., 1934. Chapter 3, pp. 55-111. "An attempt to select the significant and vital findings in educational research in science teaching and apply these studies in terms of classroom experience."
172. Overn, A. V. and others - Courses of study for North Dakota high schools; general science. Bismarck, N. Dak., Department of Public Instruction, 1934. 79 p. The course suggests a division of the field into units definitely organized, with general and specific objectives, teacher-procedures, pupil-activities, desirable outcomes, references, sources which could lead to problem-projects, and time limits for each.

173. Payne, V. F., Jr. - "Intensive study for undergraduates." *Journal of Chemical Education*, 11:516, September 1934. An independent unit of study of two weeks' duration opens the semester at Transylvania. For the underclassmen this period is used for orientation purposes, and for the upper, intensive study in their major subject. The advantages of such a system are described with reference to chemistry as the major subject.
174. Ramsey, G. F. - Project making in elementary science. New York, American Museum of Natural History, 1934. 25 p. (School Service Series, No.9.)
175. Reid, E. W. - "A needed change in our curriculum." *British Columbia Teacher*, 14:15-20, January 1935. A test involving a few everyday scientific principles revealed gross lack of knowledge on the part of students from sixth grade to normal schools. From the basis of this fact a new science curriculum is recommended.
176. Slavson, S. R. and Speer, R. K. - Science in the new education; as applied to the elementary school. New York, Prentice-Hall, 1934. 396 p.
177. Webb, N. E. and Vinal, W. G. - "Subject matter topics in biology courses of study." *School Science and Mathematics*, 34:829-42, November 1934.

h. Social Science

178. Dix, Lester - "Preliminary report on an experimental course in economics." *Junior-Senior High School Clearing House*, 9:24-29, September 1934. Following a description of its construction, the course outline is given.
179. Hatch, R. W. - "America's social and economic problems and the junior-high school curriculum." *Educational Outlook*, 9:172-76, March 1935. An article calling attention to the fact that few adolescents are decided as to their opinions on national policy, and pointing out the need of training in thinking on these topics.
180. Hopkins, L. T. - "Social studies in Wilmington, Delaware." *Junior-Senior High School Clearing House*, 9:14-16, September 1934. Techniques for construction of a social studies unit.
181. McClintic, J. O. - "Social studies libraries and laboratories and their use in the junior high schools of Pasadena, California." *Social Studies*, 25:421-24, December 1934. The use of the classroom and central libraries is described and the list of books from 7th to 10th grade is given.
182. Mitchell, L. S. - Young geographers, how they explore the world and how they map the world. New York, John Day Company, 1934. 102 p. (Cooperating school pamphlets, No. 5.)
183. Wilson, H. E. - "The 'unit' in the 'social studies.'" *Junior-Senior High School Clearing House*, 9:29-31, September 1934.

i. Teacher Education

184. Austin, E. L. and others - A program of demonstration and research. Lansing, Michigan, Department of Public Instruction, 1935. 10 p. Same: *Educational Record*, 16:207-16, April 1935. Reviewing some of the general trends in elementary, secondary and teacher training curriculums and outlining certain experimental projects sponsored by the Michigan Department of Public Instruction.

185. Bennett, R. D. - "A basis for selecting the content of required courses in education." Educational Research Bulletin, 13:113-19, 132, May 1934. A discussion of the technique used for selecting the content needed in the education courses which are required in the undergraduate curriculum for the preparation of high school teachers.
186. Charters, W. W. - "Teacher training curricula at Ohio State University." Educational Outlook, 9:158-71, March 1935. A description of the procedures and recommendations of the reorganization committee.
187. Deyce, G. P. - Certain trends in curriculum practices and policies in state normal schools and teachers colleges. New York City, Bureau of Publications, Teachers College, Columbia University, 1934. 104 p. (Contributions to Education No. 606.) A study of present practice by means of analyzing published catalogues.
188. Peik, W. E. and Rugg, E. U. - "The group reactions of over 1300 college, university and teachers college instructors to sixty-three curriculum proposals related to the education of teachers." Journal of Experimental Education, 2:317-26, June 1934.
189. National Society of College Teachers of Education - The education of teachers. Twenty-third Yearbook. Chicago, University of Chicago Press, 1935. 266 p. Presents among other items principles relating to selective admission and promotion, curriculum content and pattern, and directed teaching.

j. Miscellaneous

190. Ackerley, L. A. - "The information and attitudes regarding child development possessed by parents of elementary school children." (in Researches in parent education III. University of Iowa studies, new series No. 285. October 15, 1934. Studies in Child Welfare, Vol. 10, pp. 113-67.) An analysis of the needs of parents of elementary school children as they relate to knowledge and attitudes.
191. Butler, E. I. - "The study of the needs of high school students and the effectiveness of a program of learning in selected phases of child development and family relationships." (in Researches in parent education III. University of Iowa studies, new series No. 285. October 15, 1934. Studies in Child Welfare, Vol. 10, pp. 171-248.) An analysis of the needs of high school pupils in certain phases of child development and the effectiveness of a program of learning especially designed to supply these needs.
192. Cundiff, R. E. - "An experience in integrating: A practical project in the library school curriculum." Library Journal, 59:877-79, November 15, 1934. How the new library of a private school was used as material in library courses is described in detail.
193. Downs, R. B. - "College curriculum changes and the college library." Library Journal, 59:661-62, December 1934. The new college curricula are making the library assume a more important place than formerly.
194. Hall, S. B. and others - Tentative course of study for Virginia elementary schools. Richmond, Va., State Board of Education, 1934. 560 p.
195. Harap, Henry and Traill, M. J. - "The art preferences of junior high school pupils." Journal of Experimental Education, 2:355-65, June 1934. Eight pages of tables give the results of this study, the data for which were gathered from a questionnaire to students asking for three preferences.

196. Heaton, K. L. - A study of the recreational life of high school students. Chicago, University of Chicago Libraries, 1933.
197. Hedrick, B. E. - "The effectiveness of a program of learning designed to change parental attitudes toward self-reliance." (in Researches in parent education III. University of Iowa studies, new series No. 285. October 15, 1934. Studies in Child Welfare, Vol. 10, pp. 251-68.)
198. Johns, Ethel and Pfefferkorn, Blanche - An activity analysis of nursing. New York City, National League of Nursing Education, Committee on the Grading of Nursing Schools, 1934. 214 p.
199. Robb, E. K. - "An experimental study of the results of the direct and the incidental methods of instruction in character education." State College, Pa., School of Education, Pennsylvania State College, 1935. 21 p. (Penn State Studies in Education No. 11.) Reports experimentation in seventh, eighth, ninth and twelfth grades.
200. Turney, A. H. - "Some psychological aspects of attitudes." Educational Administration and Supervision, 21:121-31, February 1935. The curriculum must provide data for the development of attitudes.
201. Williamson, Maude and Lyle, M. S. - Homemaking education in the high school. New York, Appleton-Century, 1934. 500 p.
202. Association for Childhood Education. Art for today's child. Washington, The Association, n.d. 32 p. A practical explanation of how leaders in the field of art are teaching it to young children.
203. Iowa Child Welfare Research Station - Manual of nursery school practice. Iowa City, Iowa, University of Iowa, 1934. 216 p. (University of Iowa, Bulletin, New Series, No. 730.)
204. Suggestions for preparing courses of study in shorthand. Sacramento, California Department of Education, 1934. 17 p. Bulletin No. 7, April 1, 1934. A curriculum guide for teachers of shorthand.

VI. PROVIDING FOR MASTERY

a. Adapting instruction to individuals

205. Dale, Edgar and Tyler, R. W. - "A study of the factors affecting reading difficulty for adults of limited reading ability." Library Quarterly, 4:384-412, July 1934. A regression equation was developed as a result of a study of adults of limited reading ability with health materials. This equation gives the percentage of adults of third to fifth grade reading ability who will understand the passage.
206. Karns, L. V. - "The child and the curriculum." High School Teacher, 10:196-97, 223-24, September 1934. Some further considerations of and suggestions for solving the ever present problem of adjusting the curriculum to the child.
207. Kingsley, J. H. - "Curriculum adjustment to all." New York State Education, 22:610-11, 668, May 1935. Three difficult levels are proposed to care for individual differences in an endeavor to train for success.

b. Testing results

208. Dale, Edgar - "Diagnosis in leisure-time activities." (in National Society for the Study of Education, Thirty-fourth Yearbook, 1935, pp. 477-88.) Interest measurement, radio and motion picture appreciation measurement are discussed.

209. Frutchev, F. P. and Dale, Edgar - "Testing some objectives of motion picture appreciation." Educational Research Bulletin, 14:34-37, February 13, 1935. A brief account of the methods used to measure the attainment of some of the objectives in a course in motion picture appreciation.
210. Gerberich, J. R. and Jamison, A. W. - "Measurement of attitude changes during an introductory course in college sociology." Journal of Educational Sociology, 8:116-24, October 1934. The changes in attitude of students in a sociology course were measured by a 75-item test requiring a five-point reaction.
211. Hendricks, B. C. and Tyler, R. W. - "Testing for a mastery of the principles of chemistry." Science Education, 18:212-15, December 1934. The measurement of one of the content aims in chemistry is described. The technique will be of interest to other than chemistry teachers.
212. Hendricks, B. C.; Tyler, R. W. and Frutchev, F. P. - "Testing ability to apply chemical principles." Journal of Chemical Education, 11:611-13, November 1934. The development of a measurement of one objective in a chemistry course is carried through all the steps from the definition of the objective to the practical short-cut device.
213. Ojemann, R. H. - "The measurement of attitude toward self-reliance." (in Researches in parent education III. University of Iowa studies, new series, No. 285, October 15, 1934. Studies in Child Welfare, Vol. 10, pp. 104-11.) Describes the method used in constructing scales for measuring attitudes toward development of self-reliance in children and shows how the scales may be used in describing objectives precisely and in measuring the progress of the learner.
214. Rowland, S. V. - "Effect of systematic testing on pupil and teacher." (in Conference on educational measurement and guidance, 1934. Report of the third educational conference of the American Council on Education, 1934, pp. 107-16. Same; Educational Record, 16:97-106, January 1935. A program of comprehensive testing in high schools resulted in some interesting curricular changes.
215. Tyler, R. W. - "Characteristics of a satisfactory diagnosis." (in National Society for the Study of Education, Thirty-fourth Yearbook, 1935, pp. 95-111.) Ten characteristics of a satisfactory diagnosis are clearly explained, illustrated and suggestions given for their attainment.
216. Tyler, R. W. - "Elements of diagnosis." (in National Society for the Study of Education, Thirty-fourth Yearbook, 1935, pp. 113-29. The elements of diagnosis are clearly defined, explained and illustrated.
217. Tyler, R. W. - "Evaluating the achievement of college students." Junior College Journal, 4:389-96, May 1934. The measurement of all objectives is illustrated with the objectives of a zoology and the importance of such measurement from a curricular point of view discussed.
218. Tyler, R. W. - "Evaluation: a challenge to progressive education." Educational Research Bulletin, 14:9-16, January 16, 1935. Same; in Report of the Third Educational Conference, American Council on Education, New York, November 1 and 2, 1934, pp. 133-43. Same; Educational Record, 16:121-31, January 1935. A discussion of what evaluation is and its importance to education.
219. Tyler, R. W. - "Some findings from studies in the field of college biology." Science Education, 18:133-42, October 1934. The improvement of teaching by the use of improved examinations of all objectives is discussed with reference to botany and zoology teaching. The procedures will be interesting to teachers at all levels.

220. Whipple, G. W. - Educational diagnosis. Thirty-fourth Yearbook of the National Society for the Study of Education. Bloomington, Ill., Public School Publishing Co., 1935. 563 p.
221. Worcester, D. A. - "On the validity of testing." School Review, 42:527-31, September 1934.

VII. SELECTING LEARNING EQUIPMENT AND SUPPLIES

222. Gray, W. S. and Leary, B. E. - What makes a book readable? Chicago, University of Chicago Press, 1935. 358 p. Presents the results of a series of studies concerning the characteristics of a readable book and the elements of expression which contribute to difficulty for adults of limited education. Shows the application of the findings to the classification of published books and the preparation of new ones.
223. Gregory, W. M. - "A scoring plan for elementary geography texts." Education, 55:307-13, January 1935. A score sheet for use in evaluating elementary school geography texts is given.

VIII. APPRAISAL OF COURSES OF STUDY AND TEXTS

224. Anderson, J. C. - "A first year high school exploratory course - an experiment." Canadian School Journal, 12:381-82, 202, May 1934. A general course has been introduced into the first year of the Oshawa schools, entrance into the special academic, commercial and technical courses being postponed until the second year. Checks made have shown that this is advisable in that it gives the pupil an opportunity to more wisely choose his field of specialization.
225. Black, B. W. - A comparison of textbooks series in junior high school mathematics. Pittsburgh, University of Pittsburgh, 1935. (Master's thesis.) A comparison of topics and the extent of development of each topic in two types of textbook series designed for the junior high school: general mathematics series and arithmetic-algebra series.
226. Brumbaugh, H. E. and Hutson, P. W. - "How high school pupils use the general curriculum." School Review, 43:119-31, February 1935. This, the second report of an investigation of the general high school curriculum in Penn. winds up with the conclusion that the general curriculum is filling a long-felt need.
227. Bryson, W. M. and Hutson, P. W. - "General curriculum." School Review, 43:17-27, January 1935. The first report of an investigation of the general high school curriculum in Pennsylvania.
228. Franklin, W. A. - A comparative appraisal of the results in rural individual progress schools. Norman, Okla., University of Oklahoma, 1934. 244 p. (Unpublished dissertation.) An appraisal of the work of a group of rural schools which for five years have been attempting to offer instruction in harmony with progressive principles.
229. Harap, Henry - "A survey of courses of study published in the last two years." Journal of Educational Research, 28:641-56, May 1935. The results of an analysis of 300 recent courses of study are given, pointing out the trends in curriculum making. The technique of the analysis is also described.

230. Harap, Henry - "Evaluation of courses of study and textbooks." Review of Educational Research, 4:194-98, April 1934. Findings and some techniques are briefly given of studies evaluating complete courses of study.
231. Seibold, Richard - "A new deal for the curriculum." Junior-Senior High School Clearing House, 9:68-71, October 1934. The subjects of the high school curriculum are here evaluated in terms of their contribution to the seven cardinal principles of education.
232. Kemmerer, W. W. - "Evaluation of the integrated curriculum." (in National Education Association Proceedings, 72:375-76, 1934.) The results of the evaluation of the new curriculum in the Houston public schools are briefly given.
233. Mills, H. C. - "An evaluation." Journal of Higher Education, 6:77-82, February 1935. The results of a questionnaire filled out by 34 students who had received their Bachelor of Arts degree after three years at the University of Buffalo is the basis of this evaluation of the shortened course.
234. Pistor, Frederick - "A valid scientific appraisal of an enterprise in progressive education." Journal of Educational Research, 28:433-49, February 1935. An experiment in progressive education measured by progressive education objectives is reported.
235. Tewell, Donald - Evidences regarding the advisability of certain types of individualization employed in rural schools. Lincoln, Nebr., University of Nebraska, 1931. 153 p. (Unpublished dissertation.) An appraisal of plans of individualized instruction in use in rural schools.
236. Waterman, I. R. and Melbo, I. C. - "A plan of procedure for the evaluation of textbooks in reading." Elementary School Journal, 35:662-74, May 1935. Describes a plan of procedure in the direction of scientific selection of textbooks and suggests specific studies which can readily be made in the selection of basic textbooks in reading.
237. Wrightstone, J. W. - "Evaluation of the integrated curriculum in the upper grades." Elementary School Journal, 35:583-87, April 1935.

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STATE CURRICULUM DEPARTMENT

Kenneth L. Heaton, Editor

CURRICULUM REVISION IN WEST VIRGINIA

By F. W. Stemple
West Virginia University

In March 1934, through the auspices of the State Department of Education, a committee was appointed to undertake and direct the revision of the curricula of the elementary and secondary schools of the state. The last general revision of the high school program was completed in 1926 and that of the elementary school in 1929. These were worked out independently; the present undertaking is a combined attempt.

Major changes will be shown (1) by a new statement of objectives; (2) by attempting to make clear to teachers how to interpret objectives in terms of subject matter taught; (3) by an attempt at giving continuity of experience and learning throughout the pupil's school life in those things he is going to use most in life; and (4) by recognizing social changes and their effect on the duty of the school. In providing for such changes a set of principles were adopted after considerable investigation of such subjects as "Trends in Secondary Education as Shown by the National Survey", "Minimum Requirements for Admission to High School", "What are the Patrons Asking of the High Schools", and so on. These principles are divided into four regarding objectives, seven regarding social changes, three on vocational training, one for college entrance, five defining subject matter and its use, four on construction of courses, and four regarding co-curricular activities.

The steering committee has recognized four centralizing purposes of education: Language, which has always been the central activity of organized schools; methods of exact thinking, which from ancient times each generation has endeavored to pass on to its successor; a broad view of the world, which a century ago was introduced through civics, history, and geography; and care of individual needs, present and future, which changing economic and social conditions have imposed as a responsibility upon the schools.

This committee, in working out the general or ultimate objectives of education, has kept in mind these four centralizing purposes and has kept particularly in mind one of the principles regarding objectives: Objectives should be stated in such manner that teachers have a clear conception of their meaning. To that end each objective was stated and then followed by three or four explanatory statements. Following these explanations are a number of immediate objectives especially related to the work of the school so that it is clear to what subjects is given the agency of attaining the ultimate objectives. The general or ultimate objectives are:

1. To acquire and develop powers of communication.
2. To acquire and develop methods of exact thinking.
3. To acquire and develop a broad view of the world.

4. To act as an intelligently useful member of the home, community, state, and nation.
5. To discover, cultivate, and appreciate creative tendencies.
 - . To secure and maintain conditions of moral, mental, and physical good health.
7. To acquire and develop emotional discernment.

A number of committees have been or will be arranged to develop the ideas expressed in the principles and objectives adopted. A bulletin now in press, covering the work of the elementary school gives a complete statement of guiding principles; ultimate and immediate objectives; a statement of the meaning of the curriculum; certain charts explaining the integration and inter-relationship of subjects and purposes of the school; and a skeleton form for some of the courses of study. This bulletin is to be placed in the hands of the best elementary teachers of the state who will be asked to follow its general guidance and to make specific suggestions in regard to attainments, materials and method. The bulletins will be collected later and placed in the hands of committees for collating suggestions made. By this means the assistance of a large number of teachers will be gained, resulting, it is hoped, in a revival of educational spirit and interest.

The work, directed and executed entirely within the state, will take from two to three years for completion.

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THE ECLECTIC APPROACH TO CURRICULUM REVISION¹

Much has been written concerning the need for a basic theory or philosophy to govern the choice of educational aims and the selection and organization of subject matter and activities. A number of distinctive "approaches" has been proposed and utilized in part or in whole in the various programs of curriculum revision which have prevailed in the past decade. Among the better known of these may be found such approaches as the following: child experience approach; creative values approach; frontier thinkers approach; social values approach; adult needs approach; objectives approach; scientific approach; educational shortage approach; and best practice approach. Each of these approaches emphasizes a philosophy of educational values and a theory of curriculum selection which is roughly suggested by the title which has been applied to it.

The Texas State Curriculum Program subscribes completely to no one of these distinctive curriculum approaches. Its approach is very frankly eclectic, that is to say, choosing what is thought best from various approaches. A careful study of the several curriculum approaches mentioned above indicates that there are both advantages and disadvantages attached to each of the several points of view. Whatever theory or practice seems most helpful and constructive in light of the immediate and future educational needs in Texas will be

¹Quoted from Dr. Fred C. Ayer, General Curriculum Consultant, Texas Department of Education. Texas Outlook, April 1935.

given favorable consideration. The eclectic approach as conceived for the present program paves the way for the most practical type of curriculum revision; maintains an experimental attitude toward the selection of content; and guarantees the freedom essential to local initiative and community needs. The spirit of freedom, experimentation, and practical adaptation likewise governs the selection of the principles of curriculum revision.

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YOUR HELP IS SOLICITED

This section of the Journal is designed as a medium of exchange for those responsible for curriculum service on a state-wide basis. Reports of significant activities will be given, new publications will be announced, questions and problems will be discussed. Your contributions and suggestions are solicited.

Specific request is made for the following types of cooperation:

- a. Send copies of all publications of the present year and new bulletins as soon as they are published.
- b. Let us know whether such are available to members of the Society for Curriculum Study, and the cost, if any.
- c. Send any important news items of general interest.
- d. List questions or problems you would like to have discussed in future editions.
- e. Occasional articles of considerable length will be published in the Journal.

Please address all communications to Dr. Kenneth L. Heaton, Bureau of Curriculum and Guidance, Department of Public Instruction, Lansing, Michigan.

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REVIEW

Caswell, Hollis L. and Campbell, Doak S. - Curriculum Development. American Book Company, 1935, 600 pp.

"It is the purpose of this book", to quote the authors, "to present in organized form the considerations and practices which have come to hold a place of importance in the point of view of the authors toward curriculum development." It would seem to be more nearly accurate if the authors had stated their purpose to be that of presenting all the considerations and practices which have been emphasized in practically all the important literature bearing upon curriculum development.

If the authors have a point of view as truly world encompassing in its scope as the variety of material included in this book indicates, they have succeeded remarkably well in carrying out their purpose. If, however, they have a definite point of view from which they see a path through the maze of

conflicting dogmas, opinions and practices in curriculum development to a clear basis of judging and choosing what is sound and what is not, their point of view is only very dimly revealed in the present volume. Readers who are familiar with the professional activities of these authors as curriculum consultants and advisers, know that they do have a definite point of view, and in the opinion of this reviewer, a sound one. It does not clearly emerge from the pages of the present volume. This leads to the observation that the book was apparently written primarily as a textbook for curriculum students in teachers' colleges and normal schools. As that sort of book, it is well done. Furthermore, it serves as a very good review for those whose professional activities lie chiefly in the field of curriculum development and the improvement of instruction. But as a spring board from which to jump off into a crusade, the book will be much less useful. It is authoritative but not sufficiently authoritarian.

The first three chapters of the book entitled, "Challenge of Contemporary Life to the School", "The Social Responsibility of the School", and "Influences on the Curriculum", afford a very good digest of such basic writing as Kilpatrick, The Educational Frontier, Rugg, The Great Technology, Lynd, Middletown, Counts, The American Road to Culture, the President's Research Committee on Recent Social Trends, and Pierce, Citizens Organizations and the Civic Training of Youth. In the judgment of this reviewer, the summary is well written. In fact, it is one of the best sections of the entire volume. The interpretation may impress the ultra-liberal as being somewhat conservative. It at least avoids the possible criticism of being visionary.

In subsequent chapters the volume is decidedly more pedagogical. The character of the material is fairly well indicated by the following partial list of chapter titles: "Concepts of the Curriculum", "Aims of Education", "Scope of the Curriculum", "Pupil Purposes", "Activities for Realization of Purposes", "Selection of Subject Matter", "Grade Placement and Time Allotment", "Teaching Procedures", "The Unit Basis of Organizing Instruction", "The Course of Study", and "Administrative Organization in Curriculum Development".

The book suffers from lack of integration. Most of the significant factors in developing the curriculum are discussed, but too largely as separate items. Due probably to the omission of any basic consideration of the whole individual who is to be educated, his psychological and physiological characteristics, and his integral relationship with the social and natural environment, there is lacking a definite focus or synthesizing objective for the other materials presented. One leaves the volume with the feeling that here is a generous compendium of material--opinions, views and facts--on many significant aspects of curriculum development without a clearly presented idea of what it all means for the task of guiding the educational development of Johnny Jones and Susie Smith into fuller, richer and more effective living in the world of today. In brief, this volume is an encyclopaedic presentation of a great deal of valuable material on the general subject of curriculum development. In this respect it is an excellent source book for prospective teachers and curriculum workers. As a clearly conceived and effectively presented program for curriculum development, it does not suffice.

According to the editor of the series to which this volume belongs, (American Education Series) "the authors have brought together the best of

current thought with respect to the aims and purposes of education as they function in the perpetuation and improvement of democratic ideals. They have analyzed the objectives to be achieved and have presented the technique essential in the development of curricula". If the authors set out to do what the editor has indicated, there is a considerable hiatus between intention and accomplishment.

W. B. Featherstone, Teachers College,
Columbia University.

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A COLLEGE CURRICULUM TO FIT THE INDIVIDUAL

By O. C. Schwiering
University of Wyoming

This fall the Wyoming Individual Program Plan has been inaugurated on the campus making possible special programs to meet the needs of each student in preparing him for modern vocational and cultural aims. This program is the outgrowth of two years of study and work upon the part of the faculty of the University of Wyoming under the leadership of President Crane and directed by the Central Curriculum committee. In carrying out the new curricular policies, the committee held to the idea that the chief purpose of the University of Wyoming is to give individual attention to the needs of the student. In the past this purpose has led to the development of many standard programs to meet various vocational and cultural needs as set forth in the catalog of the University under the offerings of the colleges of liberal arts, agriculture, engineering, education and law. But many students are seeking training to meet new and changed economic and social conditions. Many old types of training are becoming obsolete. Great opportunities exist in new fields of activity. For this reason the University has embarked on a study of new objectives and training needs in addition to those regularly included in the catalog. The plan in reality then only carries farther the established practices and procedures of the institution and provides for an energetic effort to make better adjustment of program opportunities to the needs of the individual students.

The new individualized program is based upon the following principles:

1. Students' needs and abilities vary with the individual and not with groups.
2. Free election by student caprice, prejudice, and ignorance is not a trustworthy guide, but student knowledge, experience, and desire should receive serious attention and be given great weight in determination of program. The plan provides continuous counsel, guidance, and approval of student programs by special counsellors.
3. To aid counsellors and students, carefully prepared special programs have been prepared by special committees. There are available at this time 37 such programs. These programs are to be used as suggestive programs and not as requirements. They represent the best judgment of the committee of

the needs in training for the objective which has been analyzed. They will receive continuous study on the part of the committee in charge of each program.

4. To make effective greater freedom to students and advisors the following devices and policies have been adopted:

- a. Relaxation of departmental limitations.
- b. Waving of pre-requisites except in cases where courses could not be possibly carried successfully without the basic study.
- c. Great freedom of election from the offerings of all the colleges.
- d. More liberal use of the comprehensive examination.
- e. More extensive use of seminar courses in the more highly specialized courses.
- f. Unifying control over programs by sanction and direction of the central curriculum committee and reference to the faculty of major questions of policy.
- g. The faculty stands ready to investigate the possibilities of any new field for any prospective Wyoming student.

To give some idea of the nature of the suggestive special programs already prepared the following sampling is provided. It will be seen that they range from the semi-professional level of the lower division of the University to the graduate level. Pre-nursing; Two-year Home Economics; Home Economics with Special Options to prepare for social hostesses, tea room supervisors, recreation, directors, assistants in nursery schools, and commercial demonstrators or publicity directors; Engineering with special options such as Mining, Municipal Engineering, Erosion Control; Engineering and Commerce, or Chemistry; Two-Year Mechanics; Pre-Architectural; Pre-Social Work; Pre-Journalism; Fine Arts; Two-Year Liberal Arts Curriculum; Pre-Librarianship; Manufacturing and Construction Managers, Insurance Adjusters, Appraisers; City Engineers; Public Utility Management; Banking; Finance; Insurance other than Adjusters; Diplomatic and Consular Service; Foreign Commerce; Gas and Oil Field and Office Management; Government Investigation and State Police; Law-Accounting Combination; Pre-Forestry; Two-Year Agricultural; Recreational Ranching; Agricultural Extension Workers, county agents, rehabilitation agents, and the like, CCC Camp Educational Advisers; Teachers of Cultural, Informational and Industrial Subjects on the Adult level; and Teachers for Freshmen and Sophomore levels of College Teaching.

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PROGRESS REPORT ON EVALUATION IN THE EIGHT YEAR STUDY

By Ralph W. Tyler
Ohio State University

The Commission on the Relation of School and College of the Progressive Education Association was established in 1930, and the plan of cooperation was submitted to the colleges in 1932. Thirty schools were chosen for experimental study, and the work was begun in 1933. Under this plan the first students will enter college in September, 1936, and the experiment will continue

for five years thereafter. This study is made possible by generous grants received from the Carnegie Corporation of New York and the General Education Board.

A project for evaluating the work of the schools was begun in September, 1934. The Evaluation Staff first visited the schools in the experiment and conferred with the heads of schools and teachers in an attempt to secure a clear statement of the objectives of each school. Wherever possible these objectives were clarified by expressing them in terms of desirable behavior of boys and girls.

As lists of objectives were submitted, they were arranged under general categories of behavior, but it was obvious that all areas could not be attacked at once. Five fields, accordingly, which required instruments of evaluation, were selected wherein to gather evidence. The principle of co-operative committees presented the most satisfactory approach to the study, and two sets of regional committees were organized in the various divisions of investigation. Because of the geographical distance and the expense involved, the Denver, Tulsa, and California schools did not participate last year. Representatives from schools in St. Louis, Des Moines, Madison, Columbus, and Chicago, formed what was known as the Chicago committees. The membership of the eastern committees, or second region, comprised individuals from schools surrounding the Philadelphia and New York districts.

A group to approach the evaluation of study habits and skills was organized, since almost every institution emphasized the need of developing facility among their students in this direction. A second area of rather universal concern was the development among young people of the ability to get the implication of data and interpret new facts; a committee was formed to appraise this objective. Emphasis, particularly in the natural and social sciences, was given to skill in applying facts and principles to new situations, and a third committee was drawn together to test the accomplishment of this goal. The fourth committee related to the discovery of attitudes and interests, while the fifth group dealt with the estimation of sensitivity to significant problems.

These groups, as was pointed out above, represented evaluation in only five of many fields of objectives which might have been selected. In addition to these groups pertaining to goals, a sixth committee considered usable methods of recording evidences of observed behavior, inasmuch as there was immediate need for a more satisfactory means of preserving information about students in addition to the results of written examinations. Suggestions for records of this type would supplement the labors of the other committees, and thus the committee on anecdotal records was set up.

The functions of all but the sixth of the above listed groups included first, the clarification of the objective after its formulation. Many schools stated their purposes very vaguely and did not give meaning to, say, interpretation of data. The initial meeting of each committee, consequently, was devoted to this attempt at clarification. The cooperative principle contributed much in this connection, since schools benefited by a discussion of mutual problems and enlarged their vision greatly. The second step constituted the collection of situations which might be utilized in revealing changes in relation to the end to be achieved. Under what circumstances, for example, is

sensitivity to significant problems exhibited? As a third step, the committees explored the general procedures which might be used in securing evidence of behavior.

The foregoing summarizes the work of the Evaluation sub-committees during the past year. They now face the problem of developing and refining practical instruments to record data which may permit of reasonable appraisal. The groups have reached a juncture where it seems desirable for individuals to begin constructing testing techniques, and many teachers who have been engaged with committees have demonstrated their ability and readiness to go ahead. After such devices have been evolved the groups can then sit as a body again to criticize the techniques, offer suggestions for trying them out in various schools, and thus extend gradually the evaluation instruments.

As a plan for the coming year, therefore, the recommendation is made that teachers who are ready to develop and refine tests, come to Columbus to work with the technical assistants on the Evaluation Committee. Laboratory and library facilities are also available. Instructors will, of course, have to be released from their schools for a period of from two to four weeks, and individuals from different schools who are working on the same problem might be brought together at Columbus at the same time. This plan suggests the most practicable use of the time of both the teachers and the Evaluation Committee, and the scheme also presents the most effective schedule for going ahead with the work of the sub-committees.

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NEWS NOTES

Lincoln School Studies Society. Under this title the Lincoln School publishes an outline of study for staff meetings lasting one year. Lying back of these outlines is the conviction that American secondary education - in fact, all education - can be remade only in the light of an analysis of the American social scene.

During 1934-35 the staff was engaged in re-thinking its whole concept of education. Consistent with this theoretical statement a plan will be projected for the reorganization of the curriculum in both the elementary and the secondary school. The eventual publication of this document as one of the Lincoln School Curriculum Studies is contemplated.

An Activity Program. From the University of North Carolina Press comes a volume entitled, ACTIVITIES IN THE PUBLIC SCHOOL by Margaret Gustin and Margaret L. Hayes. This book is an account of an activity program in an average and below average situation in two North Carolina Counties. The authors are the supervisors in the County school system.

Curriculum Commission of the Western Association of Colleges and Secondary Schools. The Curriculum Commission of the Western Association of Colleges and Secondary Schools was appointed as a standing committee in 1930

and has presented two reports at the annual meetings of the Association. Each member of the committee has worked independently and it has not been possible to hold meetings, although correspondence has been carried on between members of the committee and the chairman. During 1934 and 1935 the Commission studied curriculum changes and experimentation. A report issued in 1934 includes accounts of curriculum innovations in secondary schools and colleges of California. Merton E. Hill of the University of California is chairman of the Commission.

A New Educational Journal. From the Pacific Coast comes the announcement of a new journal, entitled, THE EDUCATIONAL SCENE. It is devoted to the discovery of the path that lies ahead in society and in education. Its columns will be open to the discussion of controversial questions. The Board of Editors is made up of school men in Los Angeles and its environs, including the following members of our Society: William B. Brown, and M. E. Herriott. The current issue contains a symposium on the fusion of language and social studies. The publication address is P. O. Box 830, Hollywood, California.

Curriculum for the Slow-Learning Child. Members who are working on courses of study for slow-learning pupils will be interested in a volume by Christine P. Ingram, entitled, EDUCATION OF THE SLOW-LEARNING CHILD, just published by the World Book Company. It is particularly effective in presentation of vital learning experiences organized into units of work.

Utah Principals Study Curriculum. The Utah State Principals Association has tentative plans to sponsor a study, this year, of Guiding Principles of Curriculum Construction. The state is divided into 9 regions. Each region will develop its set of principles and submit them to a central committee for summarization. The report of this committee will then be re-submitted to the districts for further criticisms.

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